**Title** : Persuasive Presentation Rubric—What's it all about?

**Description** : A rubric in student language written for middle school students to self-assess a persuasive speech

**Keywords** : Presentation

**Instructions** : Use this rubric to self-assess your persuasive presentation as you work on it.

**Categories**

**Grade Level** : 6-8

**Subject** : Language Arts

**Type of Assessment** : Persuasive Presentations

| **4** | **3** | **2** | **1** |
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| Purpose | | | |
| My speech has a clear purpose that addresses an important and relevant topic. Every part of my speech supports the purpose. | My speech has a clear purpose. Every part of my speech relates to the purpose. | My speech seems to have a purpose, but only some parts relate to the purpose. | The purpose of my speech is unclear. |
| Introduction | | | |
| My introduction states the purpose of my speech, explains how I want the audience to respond, and engages the audience in a lively fashion. | My introduction states the purpose of my speech, how I want the audience to respond, and engages the audience. | My introduction refers to the purpose of my speech but does not engage the audience. | I do not have an introduction, or my introduction neither presents the purpose nor engages the audience. |
| Organization | | | |
| I organize my major ideas in a logical, persuasive manner that makes my arguments convincing. | I organize my ideas in a persuasive manner. | I try to organize my ideas in a persuasive manner. | I do not organize my ideas in a persuasive manner. |
| Arguments | | | |
| I provide thoughtful, convincing arguments for the action I want my audience to take. | I provide reasonable arguments for the action I want my audience to take. | I try to provide reasonable arguments for the action I want my audience to take, but some of my arguments are not very convincing. | I provide few or no reasonable arguments for the action I want my audience to take. |
| Evidence | | | |
| I use a variety of credible evidence to support my arguments. I appropriately explain where I found my information. | I use credible evidence to support my arguments. I explain where I found my information. | Some of the evidence I use to support my arguments does not seem credible, or I sometimes do not explain where I found my information. | I use very little or no credible evidence to support my arguments, and I do not explain where I found my information. |
| Audience | | | |
| I effectively anticipate and answer my audience’s concerns and counterarguments by including details, reasons, and examples. | I anticipate and answer my audience’s concerns and counterarguments by including some details, reasons, and examples. | I try to anticipate and answer my audience’s concerns and counterarguments. | I neither anticipate nor answer my audience’s concerns and counterarguments. |
| Conclusion | | | |
| My conclusion summarizes my main points in an interesting way and emphasizes the action I want my audience to take. I leave my audience with an important idea to think about. | My conclusion summarizes my main points and emphasizes the action I want my audience to take. | My conclusion summarizes some of my main points. | My speech does not have a conclusion. |
| Delivery | | | |
| I speak clearly and with confidence, because I have practiced repeatedly. My tone of voice is very persuasive. I consistently maintain eye contact and use body language to persuade and create interest. | I speak clearly. My tone of voice is persuasive. I maintain eye contact and use body language appropriately. | I speak clearly most of the time. My tone is frequently neutral. I sometimes do not maintain eye contact, or I forget to use body language appropriately. | I speak unclearly, or my tone of voice is neutral. I maintain very little or no eye contact with my audience. I do not use body language to help communicate my message. |
| Language | | | |
| I speak in Standard English throughout my speech, unless I break conventions to make a point. I use a variety of rhetorical devices, such as repetition, quotations, and metaphors to effectively inform, engage, and persuade my audience. | I speak in Standard English throughout my speech. I occasionally use rhetorical devices, such as repetition, quotations, and metaphors to engage my audience. | I usually speak in Standard English, but I may make a few errors. I try to use rhetorical devices, but they are not always effective. | I make numerous distracting errors in Standard English, and I do not use rhetorical devices. |